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"second only to that of Niagara." As a matter of fact, all the streams tributary to Lake Superior in this country offer less than 250,000 available horse-power at the maximum estimate. In some of these respects the taint of boom spirit mars the book for the critical reader, and is likely to make any thoughtful reader look somewhat suspiciously at other large statements. With the chapter on Buffalo and Duluth brought down to solid earth, there could be nothing but praise for this first part as a whole.

The last part of the book deals historically with the lakes, covering their relations to various important chapters in our history. From cover to cover the book is most readable. In addition it is beautifully illustrated.

WALTER S. TOWER.

University of Pennsylvania.

Ellwood, C. A. *Sociology and Modern Social Problems.* Pp. 331. New York: American Book Company, 1910.

A society is defined as a group of individuals who have conscious relations with each other. Sociology is said to be the science which deals with human association, its origin, development, forms and functions, and its field is defined in contrast with biology, psychology, history, economics, politics, ethics and education.

Human society as now known has evolved from other forms, and hence the discussion of theories of descent and factors in organic evolution. The family is selected as the best social institution for detailed study, because it is most fundamental and is the best point of view for discovering the beginnings of all other sanctioned groupings and relations of society. There are great advantages in introducing a young student to the subject in this way. Scientific study is the description, explanation and interpretation of phenomena, and in the case of the domestic relations the young person already has in memory a considerable number of facts derived from direct observation and experience, and so can proceed from the best known to the less known and so on to the unknown without breaking continuity of mental processes. The family is so organized in relation to industry, property, state, school, church, that a careful examination of its life activities compels the teacher and pupil to go a certain distance into all these fields of social science.

The social function of the family is to reproduce the species, to transmit material and spiritual possessions, and to promote social progress. The family has its origin in the facts of sex and the care of offspring, and it has passed through various forms whose history is sketched.

The discussion of social problems begins with those of the domestic group, and divorce is selected for special consideration. The transition to growth of population is natural and easy. Since immigration is a source of increase of population in our country its problems are presented, and reasons for restricting or selecting immigrants argued. The negro element in immigration offers particular difficulties and these are taken up. The agglomeration of dense masses of people in cities causes new combinations and gives rise to new perplexities, and these are studied in their bearings on the wel-

fare of the race.. Finally, pauperism, crime and socialism are studied, and the supreme importance of education for citizenship in the highest sense is demonstrated.

The book is intended by the author as an elementary text in sociology, especially for university extension courses and teachers' reading circles. It is a sensible, intelligent, interesting and clearly written volume, and well adapted to its purpose.

C. R. HENDERSON.

University of Chicago.

Foght, H. W. *The American Rural School.* Pp. xxi, 361. Price, \$1.25. New York: The Macmillan Company, 1910.

"The American Rural School" summarizes contemporary opinion regarding the organization and administration of the rural school, its maintenance, supervision, sanitation, and curriculum; also its architecture, its decoration, and its environments. Particular attention is given to the training of the rural-school teacher, and to the consolidation of rural schools. The history of the rural school is briefly traced, in order that it may be shown what the prevailing tendencies are. It is pointed out that great changes have taken place in American society, so that the city has become a menace to country life. Professor Foght brings out this fact in order to impress his view of the function of the rural school—to make country life attractive, and to give rural boys and girls an understanding of the requirements for a successful and interesting life in the country. The curriculum of the rural school must be determined by the needs of rural life, although Professor Foght says that little attention is paid in the typical country school to matters pertaining to the farm and to home life in the country. He maintains that nature study and industrial work must be given a place coördinate with the study of books. The aim throughout must be to make country life complete, so that the boys and girls will not drift to the city in such large numbers as they are now doing.

In order to meet the requirements for an efficient country school, it is imperative that rural schools should be consolidated. The isolated school with its few pupils, its entire lack of equipment, its unsanitary condition, and its uninviting exterior and interior cannot accomplish effective work. The history of the movement for consolidation is briefly traced, and practicable methods of securing it are presented.

The style of the book is simple, and should be read by rural-school teachers, and all who are interested in the present condition and the improvement of the country school. Many photographs and diagrammatic illustrations are used, and these make the treatment of various topics concrete and interesting.

It should be added, perhaps, that the book does not present any new material. No new points of view are offered, and no contributions are made to the solution of unsolved problems concerning rural education. The book is simply a summary and restatement of the best contemporary views regarding feasible improvements in the rural school.

M. V. O'SHEA.

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